

National Park Service
U.S. Department of the Interior

Jefferson National Expansion Memorial
11 North Fourth Street
St. Louis, MO 63102



Fur Trading Post

Teacher Activity Guide

Grades 4-6





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FUR TRADING POST

PROGRAM DESCRIPTION

This forty-five minute program focuses on the founding of St. Louis and its role in the Colonial-era fur trade. Although the trading of goods for furs mostly took place along the Missouri River and in the Rocky Mountains, goods were produced all over the world to support this industry and shipped to St. Louis. Furs collected upriver were sold in St. Louis and then shipped to Europe by way of New Orleans to be made into hats. This was truly a world-wide industry.

At the Old Courthouse the park ranger will focus on why St. Louis was founded and why it was located where it was. The park ranger will also explain why and how beaver fur was used for making hats. Finally, students will participate in an interactive task demonstrating the trading process.

Teachers and students are then encouraged to use POST-VISIT ACTIVITIES suggested in this activity guide to complete the program package.

CURRICULUM OBJECTIVES

The following objectives for the states of Missouri and Illinois, as well as National Standards for History and Social Studies, are addressed in this program and guide.

- Analyze and evaluate the consequences of decisions. (MAP 3.8; NSH 5G)
- Communicate effectively and work with others. (ILS 4, 21; MAP 2.3, 4.6; NCSS IVh)
- Examine a conflict to resolve it, considering multiple perspectives. (ILS 18; MAP 2.3, 3; NCSS VI; NSH 3G, 5)
- Explore career opportunities at national parks. (ILS 18.B; MAP 4.8; NCSS Vg)
- Locate natural and human-made features on a map. (ILS 17.A; MAP 1.4; NCSS IIIb; NSH 2F)
- Identify how the demand for and the supply of goods and services vary with the season and region. (ILS 16.C; MAP 1.6; NCSS IIIf)
- Interpret historical quotations. (ILS 2.B, 16.A; MAP 1.5; NCSS IIc; NSH 2,3)
- Understand the relationship between supply and demand and its significance in the fur trade. (ILS 15; MAP 1.6; NCSS VIIb; NSH 3)

ILS: Illinois Learning Standards

MAP: Missouri Assessment Program

NCSS: National Council for the Social Studies

NSH: National Standards for History



PRE-VISIT ACTIVITY #1 (REQUIRED)

EXPLORE A CAREER

National park ranger—a person who works in a place known for its natural beauty or historical importance which is set aside by the Federal government for the enjoyment of all its people.

INTERSTATE HIGHWAYS OF THE PAST

“The keelboats and barges were employed in conveying produce of different kinds besides furs, such as lead, flour, pork, and other articles. These returned laden with sugar, coffee, and dry goods suited for the markets of St. Genevieve [sic] and St. Louis on the upper Mississippi, or branched off and ascended the Ohio to the foot of the Falls near Louisville [sic] in Kentucky . . . A keelboat was generally manned by 10 hands, principally Canadian French, and a patron or master. These boats seldom carried more than from 20-30 tons . . .”

John James Audubon c 1833

MAPPING ACTIVITY

Before Interstate Highways 70, 64, 44 or 55 were built, before railroads and automobiles, the rivers were our nation’s highways. Using the map on page 20 of the Appendix, have students identify:

Mississippi River	Platte River	Yellowstone River
Missouri River	Illinois River	
Ohio River	Arkansas River	

Because of the rivers, many towns and trading sites were started along these major “highways.” The towns later became major cities. Using the same map, have students locate these major cities and trading sites of the United States:

New Orleans, Louisiana (1718)
St. Louis, Missouri (1764)
Jefferson City, Missouri (1821)
Omaha, Nebraska (1825)
Fort Union Trading Post National Historic Site, South Dakota (1829)
Bent’s Old Fort National Historic Site, Colorado (1833)

BEHIND THE SCENES

Park rangers are people who work to preserve and protect our national parks and the animals and plants living there. The animals, plants, waterways, buildings and museum exhibits are a park’s natural and cultural resources.

NATIONAL PARK CAREERS

One of the best ways to preserve the parks is to teach people how important and valuable they are. Park rangers spend time researching and learning about the parks and their natural and cultural resources.

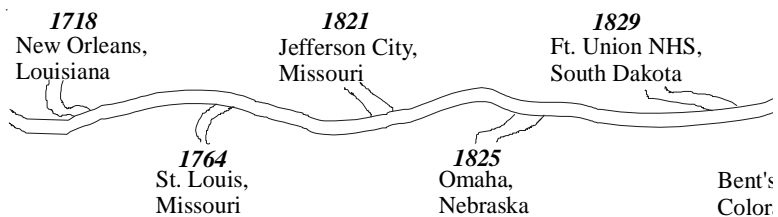


EXPLORATION AND ENRICHMENT

Rivers were important to the early development of America. They were our first interstate highways. Using a National Park System Map and Guide (see Appendix, page 21) locate a National Scenic Riverway. Locate a National Historic Site along a river. What other national parks are there along rivers? Were any of these National Parks fur trading posts?

TIMELINE ACTIVITY

National Park rangers research and present historic programs to park visitors and school groups. Timelines are a tool to help put historic events into perspective. Discuss the purpose of timelines with your class. Have students make a timeline of the founding of these important river cities and trading sites.



CRITICAL THINKING

Is there a pattern or sequence to the founding of these cities and sites? Why do you think they were settled when they were?

AT JEFFERSON NATIONAL EXPANSION MEMORIAL

When you visit Jefferson National Expansion Memorial, a park ranger will talk with your group about the early fur trade and take you through the Old Courthouse. The park ranger will ask you to help protect the Old Courthouse resources by not handling or touching anything in the building. Park rangers are also there to help your group. If you have any problems or concerns while you are visiting, please let a ranger know.



PRE-VISIT ACTIVITY #2 (suggested)

EXPLORE A CAREER

Personnel specialist—a person who recruits and helps to place employees when job opportunities are available.

ST. LOUIS AND THE FUR TRADE BUSINESS

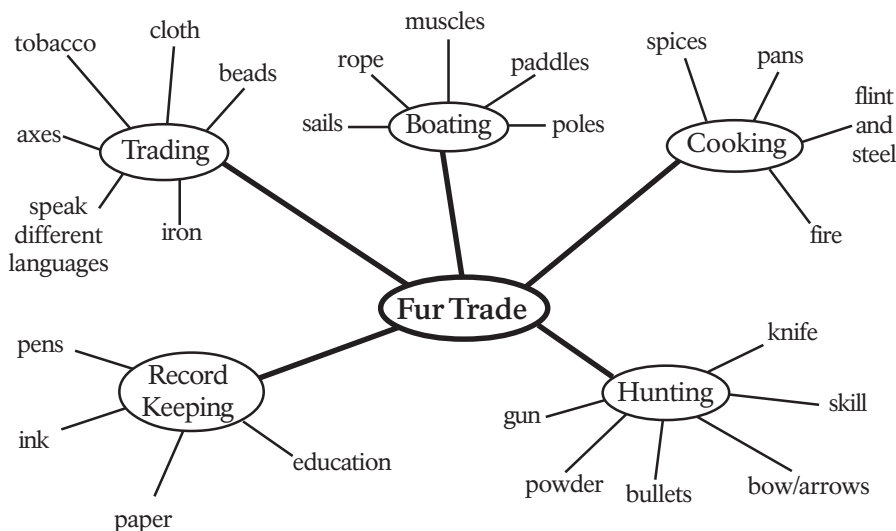
“Said one of these men, long past 70 years of age: ‘I could carry, paddle, walk and sing with any man I ever saw. I have been 24 years a canoe man, and 41 years in service; no portage was ever too long for me. 50 songs could I sing. I have saved the lives of 10 voyageurs. Have had 12 wives and 6 running dogs. I spent all my money in pleasure. Were I young again, I should spend my life the same way over. There is no life so happy as a voyageur’s life.’ ”

James H. Baker

When most people think of the fur trade, they think of mountain men and trappers. But we now know that before the Americans went into the Rocky Mountains to trap the beaver, French fur traders had been trading with the American Indians along the Missouri River for over 60 years.

CLUSTER DIAGRAM

On the chalkboard or overhead projector, use a cluster diagram to brainstorm the different jobs associated with the fur trade and what tools might be needed to do each job.



BEHIND THE SCENES

The operation and management of a national park requires many different jobs. Some of the people who do these jobs are never seen by visitors, yet are important to the operation of the park. One such employee is the personnel specialist.

NATIONAL PARK CAREERS

A career in the National Park Service personnel office is challenging and rewarding. A personnel specialist writes job descriptions, recruits potential employees, maintains files on each employee and advises them on future career choices. Communication and computer skills are important for this career.

COOPERATIVE LEARNING ACTIVITY

Divide students into groups and number them off, so that each student is a 1, 2, 3, 4 or 5. Using the Position Description form below and information from the cluster diagram, have each group cooperatively create a job description for a fur trader. Depending on the experience of your class, you may want to first create a model description of their job as students or your job as a teacher. Every member of the team should be prepared to present their job description to the class. In round robin fashion, randomly call out a number (1, 2, 3, 4 or 5) and only the student with that number shares the team's job description.

Fur Trader - Position Description

Major Duties:

Skills Required:

Work Area and Conditions:

Expected Accomplishments:

(copy/cut)

EXPLORATION AND ENRICHMENT

Listed below are some national parks that focus on the fur trade as one of their themes. Plan an imaginary trip with your class to visit each park. Discuss the route you will take, how you will get there and what you would expect to see when you get there. Make a list of things you will need to bring, like clothes, food, or credit cards. Addresses for these parks can be found on page 21 in the Appendix: Bent's Old Fort National Historic Site, CO; Fort Laramie National Historic Site, WY; Fort Vancouver National Historic Site, WA.

AT JEFFERSON NATIONAL EXPANSION MEMORIAL

A challenge for our personnel specialist is keeping track of every employee. She/he must file and maintain every employee's pay schedule, accumulated vacation and sick leave, health and retirement benefits, training nominations, appraisals, and uniforms.

Insuring that city, state, and federal taxes are in order is also important. In addition, providing career information and training opportunities for employees promotes a positive and productive workforce.



PRE-VISIT ACTIVITY #3 (suggested)

EXPLORE A CAREER

Seasonal park ranger—a park ranger who works only during the busy visitor season, usually the summer. Seasonal park rangers need many skills to do the different jobs necessary in our national parks.

SKILLS OF THE JOB

“There are but few trades which do not prosper here. The prospects are most favorable for tanners, skilled mechanics, joiners, masons, carpenters, saddlers, and blacksmiths There is a great lack of glass factories . . . Earthenware [sic], too Beer brewers would quickly become rich I need hardly add that mortar builders are always welcome in this land of ceaseless [sic] town building.”

Gottfried Duden 1824-1827, a German traveler writing about St. Louis

At the Old Courthouse your students will explore fur traders who also performed important jobs, some of which your students may not be familiar. The following activity will allow your students to explore some of the jobs and responsibilities of fur traders in early St. Louis.

ROLEPLAY ACTIVITY

The chart on the following page lists a variety of activities associated with jobs commonly performed at a fur trading post. Arrange the students into five groups as in PRE-VISIT ACTIVITY #2. Make a copy of the chart on the following page and cut out into small cards. Have each group pick out a card and act out the activity suggested on the card. The rest of the class will try to guess what activity they are doing. Repeat the exercise until all of the cards have been acted out.

CRITICAL THINKING

After completing the activity, use the following questions to stimulate a class discussion:

- What time of year would you do this activity?
- What time of day would you do this activity?
- Was this activity done inside or outside?
- Could you do this activity alone or did it take help from others?
- Was reading and writing needed to do this activity?

BEHIND THE SCENES

The first national parks were cared for by the United States Army. The hat these army soldiers wore was passed on to the rangers who followed them beginning in 1916. The National Park Service now has uniformed park rangers working in over 375 parks.

NATIONAL PARK CAREERS

Many park rangers work year round. In the summer, when more people visit the parks, extra employees, who are called seasonals, are hired. Many of these seasonals are college students, teachers, or retired persons who have the summer free.

- In the 18th century, do you think this activity was performed by a male or female, or both?
- What kind of job do you think the person doing this activity had?
- Are any of these activities or jobs still being performed today?
- What activities above could a seasonal park ranger do today?

ROLEPLAY CARDS

Rowing a canoe	Building a fire
Keeping a ledger	Hunting for food
Cutting wood	Building a house
Cooking over a fire	Keeping watch
Pulling a boat	Bundling furs
Trading	Unloading supplies
Reading a book	Writing a letter

(copy/cut)

EXPLORATION AND ENRICHMENT

Listed below are some of the many interesting jobs in the National Park Service that seasonal park rangers do. Discuss with students what these jobs may involve and which national parks might employ people in these jobs.

- Horse Patrol
- Education Programs
- Lifeguard
- Law Enforcement
- Fire Fighting
- Search and Rescue
- Emergency Medical Technician
- Resource Management
- Scuba Diving
- Archaeology

AT JEFFERSON NATIONAL EXPANSION MEMORIAL

When you visit our park, you will see many park rangers wearing their uniforms. If you visit in the summer, you will see even more park rangers who are hired as seasonals to help preserve our park and serve our visitors. Seasonal park rangers present history programs to groups, talk with visitors at the top of the Gateway Arch, and research interesting topics, such as the early fur trade. What other kinds of jobs do you think a seasonal park ranger would do at the Old Courthouse?



THE MUSEUM EXPERIENCE

EXPLORE A CAREER

Curator—a person in charge of the objects, records, books, etc., that make up a museum collection. The curator stores, protects, classifies and records information about these objects.

ST. LOUIS—A FUR TRADING POST

St. Louis became the “Gateway to the West” because of its location. It is situated along three major rivers which allow easy access to the Rocky Mountains, the Ohio River Valley, New Orleans and the European markets. Most people who wanted to go west across the continent had to stop in St. Louis first. It became the leading edge of European civilization in the Mississippi River Valley.

BRIEFING

Upon arrival at the Old Courthouse, register your group at the Information Desk, review Museum Manners with your students, and proceed to the rotunda. There you will meet the park ranger assigned to your program. Please have students divided into four groups. Your students should complete PRE-VISIT ACTIVITY #1 before coming to the Old Courthouse.

COLLABORATIVE LEARNING ACTIVITY

During your visit to the Old Courthouse, students will analyze and identify potential trade goods, roleplay how fur hats were made, demonstrate how to move a keelboat upriver, and identify a location for a fur trading post on the Mississippi River.

INTERPRETIVE PROGRAM

Using the museum exhibits in the “Early Years” room of the Old Courthouse, the park ranger will present an interpretive program focusing on the founding of St. Louis and the early fur trade of the American West.

BEHIND THE SCENES

Another National Park Service employee is the curator. The curator insures that objects and materials are properly named, catalogued, and stored to protect them. Many objects from the American fur trade are in national park collections. Curators must know what they are and how to take care of them.

NATIONAL PARK CAREERS

A career as a National Park Service curator is intriguing. They need to be highly organized since they are responsible for very valuable and, sometimes, one-of-a-kind collections. Some objects related to the fur trade are very delicate and rare.

VISUALS

Mounted photographs, maps, the museum photomurals, and dioramas will provide excellent visual stimuli for your students. Students may be asked to interpret, classify or rearrange what they are viewing.

HANDS-ON OBJECTS

The park ranger will provide multisensory exploration by encouraging your students to touch and smell animal furs and trade goods.

VOCABULARY WORDS

artisan - a skilled craftsman

barter - exchange of goods without money

bateaux - flat-bottomed boat tapering at both ends

bourgeois - the “Boss”, from the French word for “middle-class”; one dominated by commercial or economic interests

cordelling - pulling a boat up river; men walking along the bank and pulling on a rope attached to the mast of the boat

keelboat - a shallow, covered freight boat used on western rivers

moccasin - a flat soled slipper of soft, flexible leather

pelt - the skin of a fur-bearing animal

pirogue - a dugout canoe made from a tree trunk

plew - beaver pelt

Voyageurs - French boatmen

EXPLORATION AND ENRICHMENT

A variety of names and titles classify national parks into some of the following categories:

- National Monuments
- National Preserves
- National Lakeshores
- National Scenic Riverways
- National Scenic Trails
- National Historic Sites
- National Military Parks
- National Recreation Areas
- National Parkways
- Site for the Performing Arts
- National Historical Parks

Organize a classroom file of national parks. Encourage students to utilize national parks with fur trade themes in their research projects.

AT JEFFERSON NATIONAL EXPANSION MEMORIAL

Our curator oversees the park library and archival collection. The library is located on the second floor of the Old Courthouse. Its collection includes books, photographs, slides and videos as well as letters, papers and research articles covering the American fur trade and other topics. The library is open Monday through Friday from 8:00 A.M. until 4:30 P.M. You are invited to call or visit. We are happy to assist with your research needs.



POST-VISIT ACTIVITY #1 (suggested)

CAREER REVIEW

National park ranger

–Like national parks, many city, county, and state parks also employ park rangers. Perhaps a park ranger from your local community could visit your class and discuss their job, and how their park, or parts of their park were named.

STREET NAMES FROM THE PAST

“St. Louis as you approach it, shows, like all the other French towns in this region, to much the greatest advantage at a distance. The French mode of building, and the white coat of lime applied to the mud or rough stone walls, give them a beauty at a distance, which gives place to their native meanness, when you inspect them from a nearer point of view. The town shows to very great advantage, when seen from the opposite shore, in the American bottom. The site is naturally a most beautiful one, rising gradually from the shore to the summit of the bluff, like an amphitheatre. It contains many handsome, and a few splendid buildings. The country about it is an open, pleasant, and undulating kind of half prairie, half shrubbery.”

Timothy Flint c1822

MAPPING ACTIVITY

The names of some early settlers of St. Louis such as Pierre Laclede, August Chouteau, and Antoine Soulard can still be found on city streets, and in neighborhoods and cemeteries. Ask parents to help their children use an ordinary St. Louis street map. First they should use the street index to identify Laclede, Chouteau, and Soulard. Next they should locate these streets and neighborhoods on the map.

The names of these early settlers can also be found on their grave sites in Bellefontaine and Calvary Cemeteries. Locate these cemeteries on the map. If possible, parents should take students to visit these sites.

EXTENSIONS ACROSS THE CURRICULUM— LANGUAGE ARTS

Read Nina Brown Baker’s [A Boy For A Man’s Job](#) to your class and discuss. Have your students imagine what they might do at age 14 that could make history. (This book is available at the St. Louis Public Library.)

MATH

Have students imagine themselves as fur traders, and they wish to trade an ax that costs \$1.00, beads that cost \$0.20 and some cloth that costs \$0.50 for 4 beaver furs that are worth \$4.00 each. Have students calculate the amount of money (profit) they made in this trade.

We are fortunate to have maps today. Before maps were made, fur traders had to have a good sense of direction. Mainly they followed the rivers like the Missouri, the Platte and the Yellowstone. The rivers were the only “roads” out west. Today we have many roads and we need maps to find the places we want to visit. Using the same map of St. Louis find the following places and discuss the best way to get to them.

The Gateway Arch
The Old Courthouse
Your School

Union Station
Forest Park
The History Museum
(Missouri Historical Society)

Your house
The Zoo

CRITICAL THINKING

How would you describe St. Louis today? Have students analyze Timothy Flint’s description of early St. Louis on the preceding page. Using it as a model, have students write their own short descriptions and hold a class discussion.

EXPLORATION AND ENRICHMENT

St. Louis was the headquarters for the western fur trade. The animals with the best winter furs were often found in the mountains. Have students work with their parents to identify three national parks (in Wyoming and Colorado) which may have provided the best areas for trapping. For more information about the following parks, see page 23 in the Appendix.

- Yellowstone National Park, WY
- Grand Teton National Park, WY
- Rocky Mountain National Park, CO

SCIENCE

We learned that mercury used in making hats sometimes caused brain damage. Because of this many hatters went mad. Have students work with their parents to make a list of things found around the house that are dangerous or poisonous (cleaners, bug sprays, lead, etc.).

ART AND MUSIC

Many early artists such as Karl Bodmer, George Catlin, Karl Wimar and George Caleb Bingham came to St. Louis on their way west. Several paintings in the Old Courthouse were painted by these artists from their experiences. Have students create a drawing or painting of their experience at the Old Courthouse.



POST-VISIT ACTIVITY #2 (suggested)

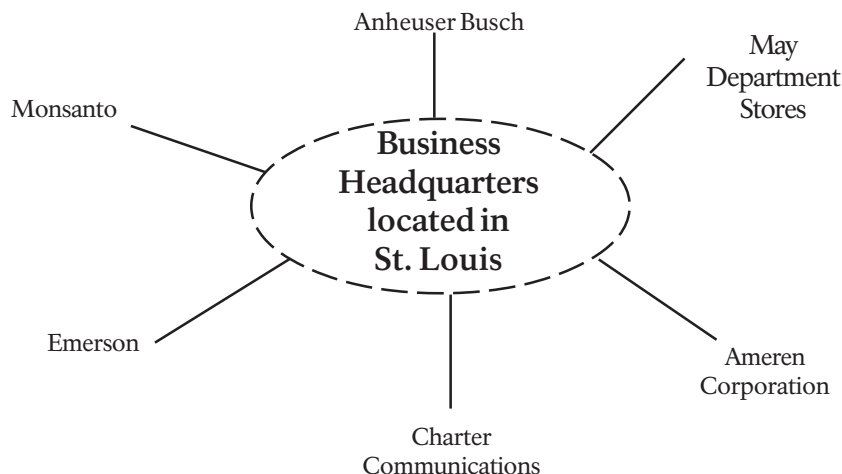
CAREER REVIEW

Personnel specialist—
In addition to national parks, many businesses employ personnel specialists. Arrange for your class to interview a personnel specialist from your local community.

ST. LOUIS AND WORLD BUSINESS

“From New Orleans, they bring European goods, molasses, sugar, cotton, alum, salt, coffee and every article produced in the states of Tennessee, Mississippi, and Louisiana. From Pittsburgh, Cincinnati and Louisville, they bring whiskey, beer, porter, ale, pork, flour, beef, iron in castings, bars, bolts and nails. Also cabinet furniture, hats, tobacco, gun powder, salt-peter, hemp and cordage. These articles are brought to sell again to the upper country people. The trade in lead, manufactured either in Missouri or in the mineral region of the Upper Mississippi is a great business . . . I should estimate the commerce and trade of St. Louis at this time at ten millions of dollars annually . . .”
Caleb Atwater, 1830

Because of its location on the Mississippi and Missouri Rivers, St. Louis became the headquarters for the fur trade. Today St. Louis remains the home of many headquarters for major businesses. Using a word web, brainstorm names of businesses with headquarters in St. Louis today.



EXTENSIONS ACROSS THE CURRICULUM— LANGUAGE ARTS

A fur trader needed a good vocabulary to be able to talk with businessmen, other traders, voyageurs, and different American Indian people. Have students create a story using the vocabulary words listed on page 13 of the Museum Experience.

MATH

Traveling up the Missouri River by keelboat was slow, hard work, averaging about 10 miles per day. Have students calculate the length of time it would take to travel by river from St. Louis to: St. Charles, (45 miles); Kansas City, (405 miles); Bismarck, (1614 miles); Fort Union Trading Post, (1996 miles)....How about at the rate of 6 miles per day?

COOPERATIVE LEARNING AND CRITICAL THINKING ACTIVITY

How much do we know about the businesses we just recalled? Divide your class into five groups. Choose five businesses from the word web and assign one business to each group. With the help of the school librarian, have students become personnel specialists by investigating that business. Have groups fill out the “Personnel Worksheet” below. (For younger students you may wish to do this as a class exercise.) Instruct each group to number off 1, 2, 3, 4, or 5. After they have completed their worksheets, call out a number and the student with that number will present the information for their group.

PERSONNEL WORKSHEET

Business Name:

What service or product do they provide?

How many people do they employ?

List three jobs that are available:

- 1.
- 2.
- 3.

What kind of education would you need to work there?

How does this business help the people of St. Louis and the United States?

Would this business have been helpful to the fur trade in early St. Louis? How?

(copy/cut)

EXPLORATION AND ENRICHMENT

Personnel specialists, park rangers, curators, and seasonal park rangers are just a few of the many jobs in the National Park Service. Have students create a word web brainstorming possible jobs in a national park and then prepare a job description for one that is of particular interest to them.

SCIENCE

Flint and steel were some of the trade items discussed at the Old Courthouse. Discuss how flint and steel make sparks. Do other rocks cause sparks when struck against steel? Where was flint first found in the United States? Have students research this information in the school library.

ART AND MUSIC

Many songs that French voyageurs sang were created on the spot using tunes from older songs. Using a familiar tune, make up lyrics for a song about your visit to the Old Courthouse.



POST-VISIT ACTIVITY #3 (suggested)

CAREER REVIEW

Curator—National parks are just one type of the many museums, libraries, historical societies, and universities in your local community that may require the expertise of a curator. Arrange for a curator to speak with your class, focusing on the duties of their job, required training, and how they make decisions and resolve conflicts.

SKILLS OF THE FUR TRADER

“In the year 1762, M. D’Abbadie, at that time Director General and Commandant of Louisiana, granted to a company the exclusive trade with the savages of the Missouri and all the nations residing west of the Mississippi, for the term of eight years. The company was formed under the name Pre [Pierre] Laclède Liguiste, Antoine Maxan and Company . . .”

Auguste Chouteau

While visiting the Old Courthouse you learned how to trade furs. Now divide the class into two groups. One group represents the Osage Indians and the other group are French traders. Traders may be further divided into groups of two or three. Copy and cut out the trade goods in the Appendix on page 24. Each trader or group of traders should receive an equal amount of trade goods. Copy and cut out the beaver pelts on page 25 of the Appendix. Each Osage should receive an equal number of beaver pelts. The French should go to different locations and spread out their trade goods. Let students trade for a few minutes. French and Osage traders should decide their own prices. After the trading ends have traders count the number of beaver pelts/cards they now have. The group with the most pelts are the best traders at this point. Using the trade goods chart on the next page have the Osage Indians figure out how many beaver pelts they would get for the trade goods they just received. The Osage group with the most is the best group of American Indian traders. Change the chart any time you do this activity so students won’t know which trade goods are worth the most at that time.

CONFLICT RESOLUTION

In Nina Brown Baker’s A Boy For A Man’s Job there are fifty hungry men and only 6 frying pans to cook their supper. No one wants to wait for the supper. Divide the class into groups to roleplay this situation. Have the groups resolve this conflict non-violently so that all of the groups are fed in a manner that each group feels is fair.

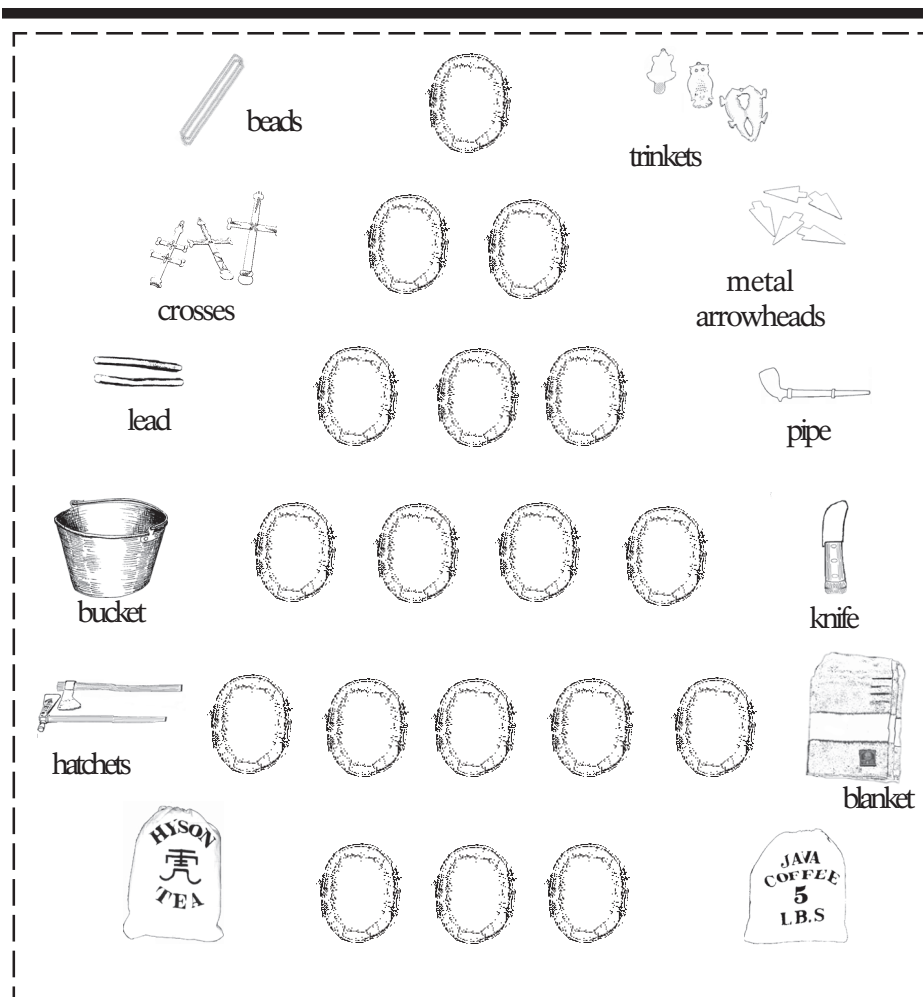
EXTENSIONS ACROSS THE CURRICULUM— LANGUAGE ARTS

Have students pretend they are fur traders. Based on your visit to the Old Courthouse have students write a journal entry about their experience going up the Missouri River trading with the American Indians.

MATH

If the average price of a beaver pelt is \$6.00, have students calculate the total amount of money earned for:

3 days at 10 pelts per day
7 days at 14 pelts per day
4 days at 5 pelts per day
4 days at 9 pelts per day
1 day at 0 pelts.



(copy/cut)

EXPLORATION AND ENRICHMENT

Using beans, seeds, and other found items, create a “beaded” craftwork.

One of the many jobs a curator has is classifying objects in a museum collection and recording any information about those objects. Divide your class into groups and have them pretend they are museum curators. Using the trade goods from this lesson’s activity, have each group classify the objects according to tools, clothes, and so on. Have the groups write down any information about the objects they remember from their Old Courthouse visit. Ask each group to explain why they classified the objects the way they did. Also ask them to share any information they recorded about the objects.

After the activity read Chapter 4 in Nina Brown Baker’s book to see how Pierre Laclede settled the conflict. (This book is available at the St. Louis Public Library.)

SCIENCE

Beaver were nearly trapped to extinction by 1840, but still survive today in the United States. Do beaver live in Missouri and Illinois today? Identify other animals that were almost extinct, such as bison, otter, eagle, etc. What animals and birds have been driven to extinction since the time of the fur trade? Discuss the importance of biological diversity.

ART AND MUSIC

Colored beads were a popular trade item. Using graph paper, have students color squares to make an American Indian design related to animals they trapped or hunted.



APPENDIX

PRE-VISIT ACTIVITY #1

Interstate Highways From the Past





APPENDIX

PRE-VISIT ACTIVITY #1

Exploration and Enrichment

For more information on this map, write:

Superintendent of Documents
U. S. Government Printing Office
Washington, DC 20402

PRE-VISIT ACTIVITY #2

Exploration and Enrichment

For more information on these parks, contact:

Bent's Old Fort National Historic Site
35110 Highway 194 East
La Junta, CO 81050-9523
(719) 384-2596

Fort Laramie National Historic Site
HC 72, Box 389
Fort Laramie, WY 82212
(307) 837-2221

Fort Vancouver National Historic Site
612 E. Reserve Street
Vancouver, WA 98661
(206) 696-7655



APPENDIX

SOURCES FOR QUOTATIONS

Pre-Visit Activities

Pre-Visit Activity #1

Primary Source: John James Audubon; Episodes. c 1833.

Secondary Source: Perry T. Rathbone, ed.; Mississippi Panorama. St. Louis, MO: City Art Museum, 1949, pp 208-209.

Pre-Visit Activity #2

Primary Source: James H. Baker; Lake Superior. Minnesota Historical Collections

Secondary Source: Perry T. Rathbone, ed.; Mississippi Panorama. St. Louis, MO: City Art Museum, 1949, pp 208-209.

Pre-Visit Activity #3

Primary Source: Gottfried Duden; Report, 1824-1827.

Secondary Source: Selwyn K. Troen & Glen E. Holt; St. Louis. New York, NY: New Viewpoints, 1977, p 68.

SOURCES FOR QUOTATIONS

Post-Visit Activities

Post-Visit Activity #1

Primary Source: Timothy Flint; Recollections of the Last Ten Years. (1826) Carbondale, IL: Southern Illinois University Press, reprinted 1968, pp76-77.

Post-Visit Activity #2

Primary Source: Caleb Atwater; Writings of Caleb Atwater. Columbus, OH: Scott and Wright, 1833.

Post-Visit Activity #3

Primary Source: Missouri Historical Society Collection, III; St. Louis, Missouri, 1911, pp 335-366.

Secondary Source: Selwyn K. Troen & Glen E. Holt; St. Louis; New York, NY: New Viewpoints, 1977, pp 3-4.



APPENDIX

POST-VISIT ACTIVITY #1

Exploration and Enrichment

For more information on these parks, contact:

Grand Teton National Park
P.O. Drawer 170
Moose, WY 83012
(307) 739-3300

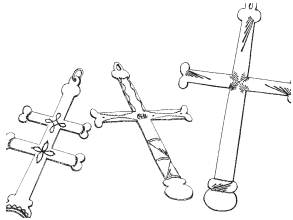
Rocky Mountain National Park
Estes Park, CO 80517
(970) 586-1206

Yellowstone National Park
P.O. Box 168
Yellowstone National Park, WY 82190
(307) 344-7381

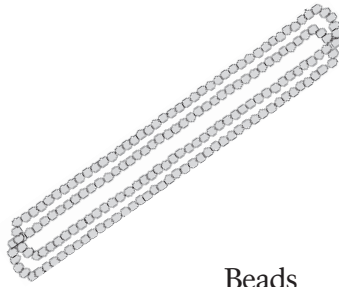


APPENDIX

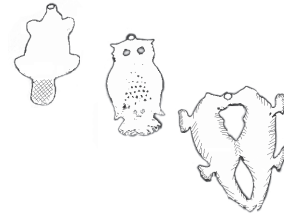
POST-VISIT ACTIVITY #3 Skills of the Fur Trade



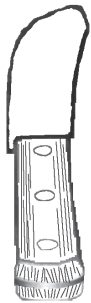
Crosses



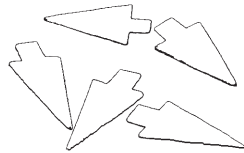
Beads



Trinkets



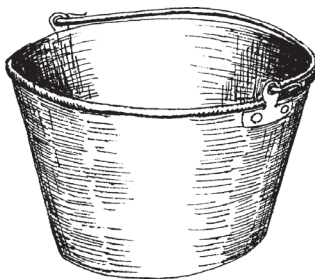
Knife



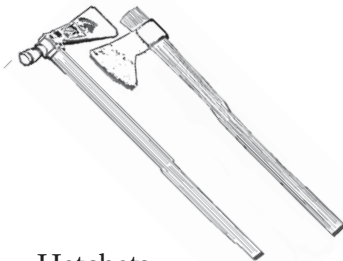
Metal Arrowheads



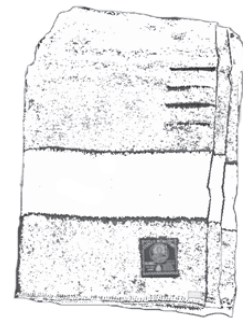
Lead



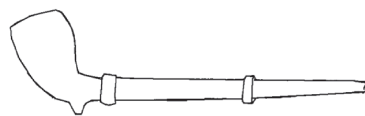
Bucket



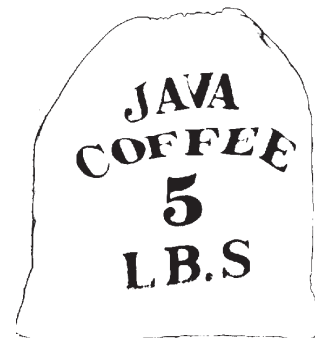
Hatchets



Blanket



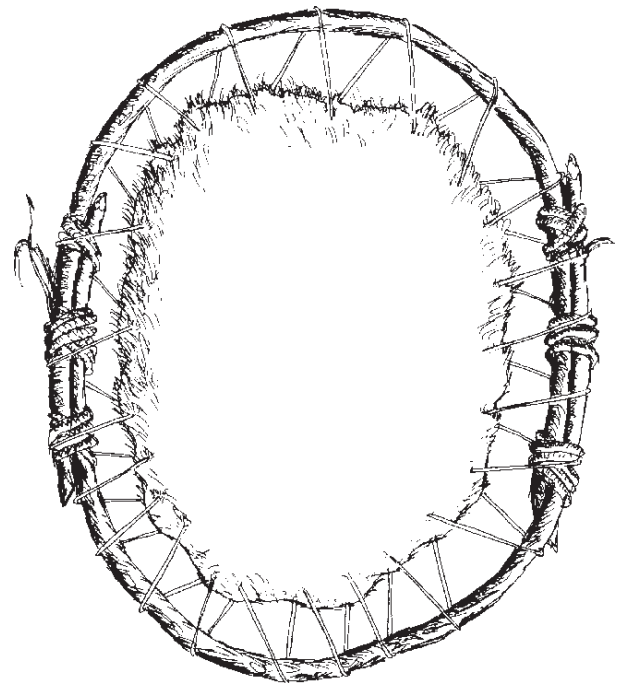
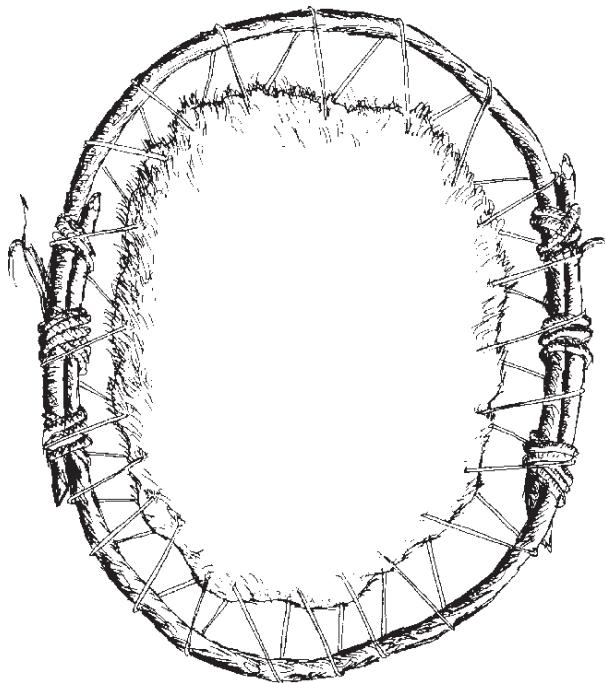
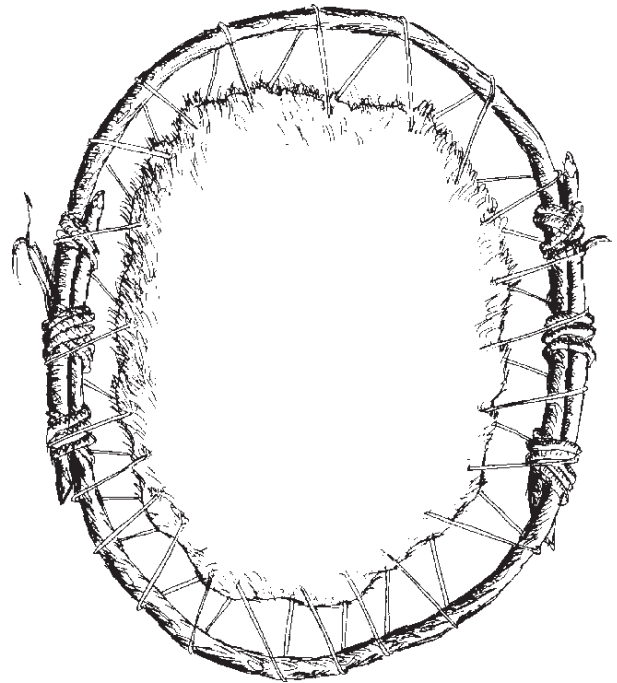
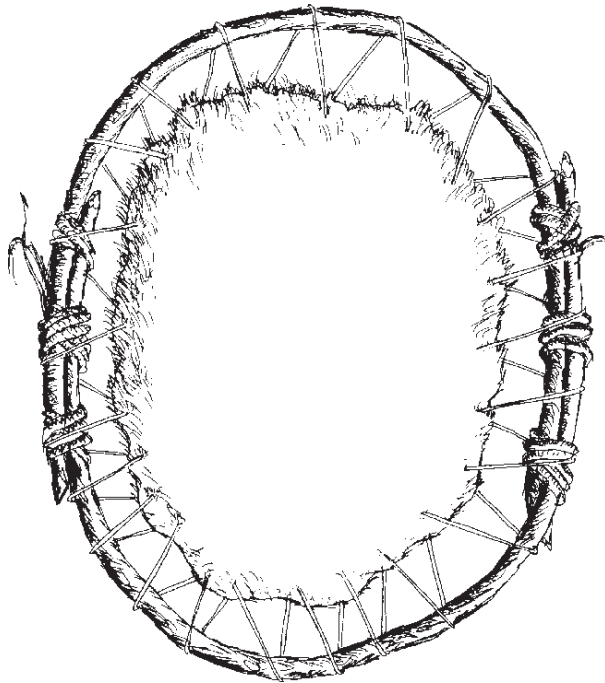
Pipe





APPENDIX

POST-VISIT ACTIVITY #3 Skills of the Fur Trade





READING LIST

PARK RANGERS RECOMMEND THESE BOOKS ON FUR TRADING POSTS:

- Anderson, William. The Rocky Mountain Journals of William Marshall Anderson. San Marino, CA: The Huntington Library, 1967.
- Baker, Nina Brown. A Boy For A Man's Job. Philadelphia, Winston, 1952.
- Billon, Frederick L. Annals of St. Louis In Its Early Days Under The French and Spanish Domination. St. Louis: Nixon-Jones, 1888.
- Chittenden, Hiram. American Fur Trade Of The Far West. 2 Volumes. Lincoln, NE: University of Nebraska, 1986.
- Clokey, Richard M. William H. Ashley, Enterprise And Politics In The Trans-Mississippi West. Norman, OK: University of Oklahoma Press, 1980.
- Cobblestone Magazine. The North American Beaver Trade. Petersborough, NH: Cobblestone Publishing, Inc., June, 1982.
- Cunningham, Mary. Founding Family Of St. Louis. St. Louis, MO: Midwest Technical Pub., 1977.
- Faherty, William Barnaby. St. Louis: A Concise History. St. Louis, MO: St. Louis Convention and Visitors Commission, 1990.
- Faherty, William Barnaby. St. Louis Portraits. Tulsa, OK: Continental Heritage, 1978.
- Flint, Timothy. Recollections Of The Last Ten Years In The Valley Of The Mississippi. Carbondale, IL: Southern Illinois University Press, 1968.
- Foley, William E. The First Chouteaus, River Barons Of Early St. Louis. Urbana, IL: University of Illinois Press, 1983.
- Hafen, LeRoy R. and Young, Francis M. Fort Laramie and The Pageant Of The West 1834 to 1890. Glendale, CA: The Arthur H. Clark Company, 1938.
- Hyde, George E. Life Of George Bent. Norman, OK: University of Oklahoma Press, 1968.
- Hyde, William, and Howard Conrad. Encyclopedia Of The History Of St. Louis. St. Louis, MO: Southern History Company, 1899.
- Lavender, David. Bent's Fort. Garden City, CA: Doubleday and Company, 1954.
- McDermott, John Francis. The Early History Of St. Louis. St. Louis, MO: St. Louis Historical Documents Foundation, 1952.
- McDermott, John Francis. The French In The Mississippi Valley. Urbana, IL: University of Illinois Press, 1965.

Oglesby, Richard Edward. Manuel Lisa And The Opening Of The Missouri Fur Trade. Norman, OK: University of Oklahoma Press, 1963.

Peterson, Charles E. Colonial St. Louis: Building A Creole Capital. Tucson, AZ: Patrice Press, 1993.

Primm, James N. Lion Of The Valley. Bolder, CO: Pruett Publishing Company, 1981.

Rodabough, John. Frenchtown. St. Louis, MO: Sunrise Publishing Company, 1980.

Sage, Rufus B. Rocky Mountain Life. Lincoln, NE: University of Nebraska Press, 1982.

Saum, Lewis. The Fur Trade And The Indian. Seattle, WA: University of Washington Press, 1965.

Seeback, Ann. Favorite Places To Go With Kids In St. Louis. St. Louis, MO: History and Technical Copy Corner, 1989.

Shapiro, Michael Edward. George Caleb Bingham. St. Louis, MO: Saint Louis Art Museum Association, 1990.

State Historical Society of Colorado. Bent's Old Fort. Denver, CO, 1979.

Stevens, Walter B. St. Louis, One Hundred Years In A Week. St. Louis, MO: St. Louis Centennial Association, 1909.

Stevens, Walter B. St. Louis The Fourth City. St. Louis, MO: S.J. Clarke Publishing Company, 1909.

Stewart, Rick, and Joseph D. Kenter II. Carl Wimar: Chronicler On The Upper Missouri Frontier. Fort Worth, TX: Amon Carter Museum, 1991.

Thompson, Erwin N. Fort Union Trading Post: Fur Trade Empire On The Upper Missouri. Medora, ND: Theodore Roosevelt Nature and History Association, 1986.

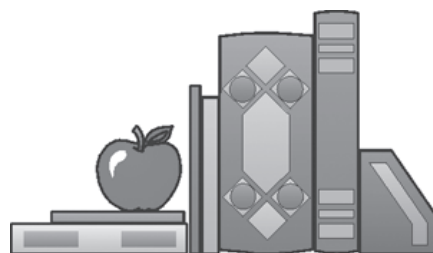
Time-Life Books. The Rivermen. New York, NY: Prentice Hall Press, 1975.

Tyler, Ron. Prints Of The West. Golden, CO, 1994.

Van Ravenswaay, Charles. St. Louis: An Informal History Of The City And Its People, 1764-1865. St. Louis, MO: Missouri Historical Society Press, 1991.

Vexler, Robert I. St. Louis: A Chronological And Documentary History, 1762-1970. Dobbs Ferry, NY: Oceana Publishing Company, 1974.

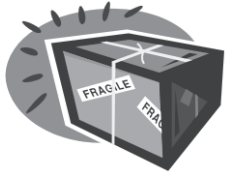
Note: Many of these books are available through the Jefferson National Parks Association. Call (314) 231-5474 or (800) 537-7962 or visit www.historydirect.com.





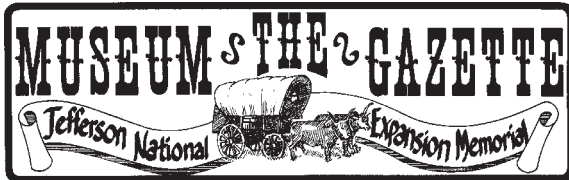
ADDITIONAL RESOURCES

Traveling Trunk



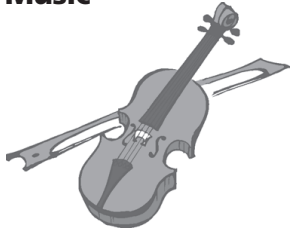
Mountain Men
Jefferson National Expansion Memorial
11 North Fourth Street
St. Louis, MO 63102-1810
(314) 655-1635

Museum Gazettes



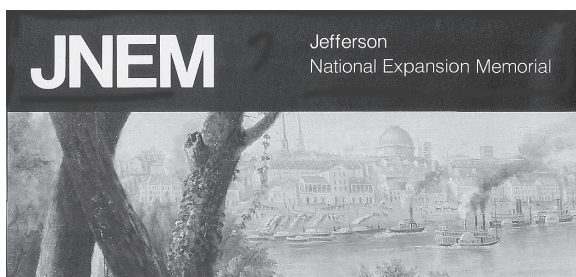
“The French Heritage of St. Louis: 1764 - 1804”
“The Hawken Rifle”
“East St. Louis, 1750-1876: From Piggotts’
Ferry to the Eads Bridge”
“The St. Louis Riverfront”
“Tools of the Trade: The Steel Trap of the Fur
Trade”
“The Bull Boat of the Plains: Indians and the
Fur Trade”

Music



“The Voyageurs and Their Songs”
Tape and 21 page booklet by
Theodore C. Blegen
Minnesota Historical Society
Order Dept. 154
345 Kellogg Blvd. W.
St. Paul, MN 55102-1906
(800) 647-7827

NPS Brochure



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www.nps.gov